



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 10271200
SAU: Bucksport School Department
School: Miles Lane School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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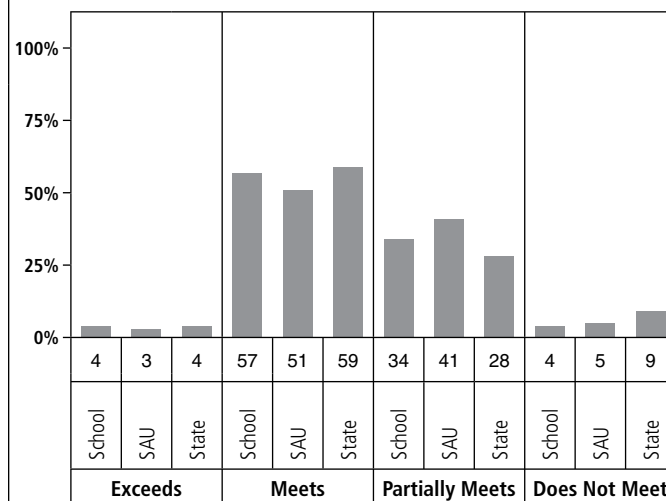
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: Bucksport School Department
School: Miles Lane School

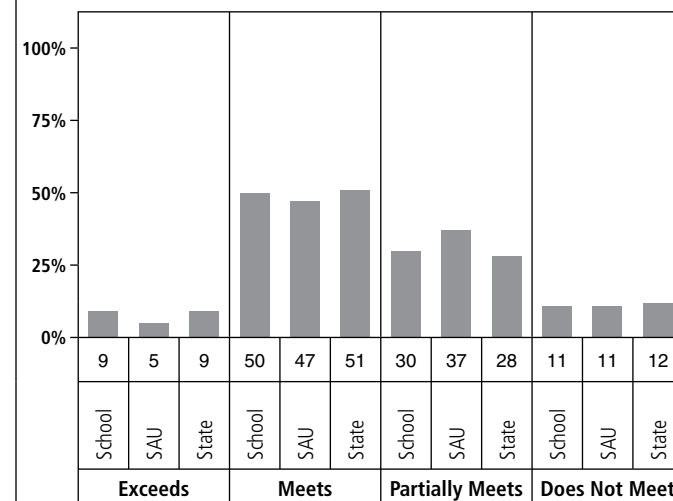
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	445	446	444
2006–2007	440	441	445
2007–2008	445	444	445
Cum. Avg. *	443	444	445
Mathematics			
2005–2006	446	446	444
2006–2007	436	438	445
2007–2008	446	444	445
Cum. Avg. *	442	442	445
Science & Technology			
2005–2006	445	445	444
2006–2007	439	440	444
2007–2008	446	444	444
Cum. Avg. *	443	443	444

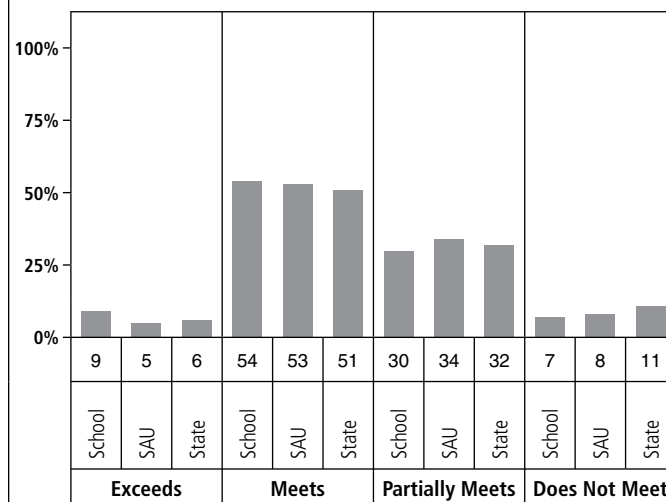
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 4
SAU: Bucksport School Department
School: Miles Lane School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	48	100	40	100	14207	100	48	100	40	100	14181	100	47	98	39	98	14123	100	46	96	38	95	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	1	2	1	3	263	2	1	100	1	100	259	98	1	100	1	100	262	100	1	100	1	100	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	47	98	39	98	13282	93	47	100	39	100	13264	100	46	98	38	97	13205	100	45	96	37	95	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	9	19	8	20	2524	18	9	100	8	100	2514	100	8	89	7	88	2498	99	7	78	6	75	2494	99						
Current LEP	0	0	0	0	385	3	0	0	0	0	377	98	0	0	0	0	383	99	0	0	0	0	380	99						
Economically disadvantaged	17	35	17	43	5587	39	17	100	17	100	5569	100	16	94	16	94	5538	99	15	88	15	88	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	31	65	25	63	10755	76	31	65	25	63	10730	76	31	65	25	63	10776	76						
Identified disability (PET/IEP)	1	3	1	4	375	3	1	3	1	4	374	3	1	3	1	4	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	0	0	0	0	114	1	0	0	0	0	114	1	0	0	0	0	115	1						
Participation with accommodations	16	33	14	35	3298	23	15	31	13	33	3267	23	15	31	13	33	3215	23						
Identified disability (PET/IEP)	7	44	6	43	2013	61	6	40	5	38	1998	61	6	40	5	38	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	9	56	8	57	1046	32	9	60	8	62	1023	31	9	60	8	62	987	31						
Participation through alternate assessment (PAAP)	1	2	1	3	126	1	1	2	1	3	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	1	100	1	100	126	100	1	100	1	100	126	100	0	0	0	0	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	1	2	1	3	68	0	2	4	2	5	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Bucksport School Department
School: Miles Lane School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	1	1	2	601	4
	2006-2007	1	1	1	2	507	4
	2007-2008	2	4	1	3	559	4
	Cum. Total*	4	2	3	2	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	45	65	37	69	7910	57
	2006-2007	32	44	27	45	8749	63
	2007-2008	27	57	20	51	8308	59
	Cum. Total*	104	55	84	55	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	17	25	12	22	3970	29
	2006-2007	26	36	23	38	3467	25
	2007-2008	16	34	16	41	3922	28
	Cum. Total*	59	31	51	33	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	6	9	4	7	1421	10
	2006-2007	14	19	9	15	1165	8
	2007-2008	2	4	2	5	1264	9
	Cum. Total*	22	12	15	10	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.1	62.7	29.4	61.3	29.7	61.9
Literary Text	24	50	15.8	65.8	15.3	63.8	15.5	64.6
Informational Text	24	50	14.3	59.6	14.0	58.3	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Bucksport School Department
 School: Miles Lane School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	2	4	27	57	16	34	2	4	445	39	3	51	41	5	444	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	1										1						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	46	2	4	27	59	15	33	2	4	445	38	3	53	39	5	444	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	8	0	0	1	13	6	75	1	13	436	7	0	0	86	14	435	2388	0	29	44	26	437
No	39	2	5	26	67	10	26	1	3	447	32	3	63	31	3	446	11665	5	65	25	6	446
Current LEP																						
Yes	0										0						373	1	32	35	32	436
No	47	2	4	27	57	16	34	2	4	445	39	3	51	41	5	444	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	16	0	0	6	38	8	50	2	13	441	16	0	38	50	13	441	5502	1	47	37	14	441
No	31	2	6	21	68	8	26	0	0	447	23	4	61	35	0	447	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	47	2	4	27	57	16	34	2	4	445	39	3	51	41	5	444	14048	4	59	28	9	445
Gender																						
Female	23	2	9	15	65	5	22	1	4	448	18	6	61	28	6	447	6959	5	61	26	8	446
Male	24	0	0	12	50	11	46	1	4	442	21	0	43	52	5	441	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	15	0	0	6	40	8	53	1	7	441	12	0	25	67	8	440	1890	0	37	46	17	439
No	32	2	6	21	66	8	25	1	3	447	27	4	63	30	4	446	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	47	2	4	27	57	16	34	2	4	445	39	3	51	41	5	444	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Bucksport School Department

School: Miles Lane School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	1	42	36	21	440
B. less than one hour	67	0	0	20	67	10	33	0	0	446	68	0	60	40	0	445	74	4	62	27	7	445
C. one to two hours	27	2	17	6	50	4	33	0	0	449	24	11	44	44	0	448	18	5	59	29	7	446
D. more than two hours	7	0	0	0	0	2	67	1	33	435	8	0	0	67	33	435	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	36	1	6	10	63	4	25	1	6	448	35	8	54	31	8	447	30	6	63	24	7	446
B. They match some of what I have learned.	49	0	0	13	59	9	41	0	0	445	51	0	53	47	0	445	52	4	63	27	6	446
C. They match just a little of what I have learned.	13	1	17	2	33	3	50	0	0	444	11	0	25	75	0	439	12	2	46	37	15	441
D. There is no match.	2	0	0	1	100	0	0	0	0	448	3	0	100	0	0	448	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	49	2	9	14	64	5	23	1	5	449	49	6	61	28	6	447	35	7	66	20	6	448
B. good	42	0	0	10	53	9	47	0	0	443	41	0	40	60	0	443	51	3	60	29	7	445
C. fair	4	0	0	1	50	1	50	0	0	442	5	0	50	50	0	442	12	1	44	40	16	440
D. poor	4	0	0	1	50	1	50	0	0	441	5	0	50	50	0	441	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	14	0	0	2	33	4	67	0	0	441	17	0	33	67	0	441	19	2	46	34	17	442
B. about the same as my regular schoolwork	55	2	8	12	50	10	42	0	0	447	53	5	42	53	0	445	62	5	64	26	5	446
C. easier than my regular schoolwork	32	0	0	12	86	2	14	0	0	447	31	0	82	18	0	447	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	13	0	0	2	33	3	50	1	17	440	16	0	33	50	17	440	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	44	1	5	11	55	8	40	0	0	445	43	6	44	50	0	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	42	1	5	13	68	5	26	0	0	448	41	0	67	33	0	447	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	22	1	10	6	60	2	20	1	10	447	24	11	56	22	11	447	18	7	64	22	7	447
B. 20 minutes to an hour	51	1	4	13	57	9	39	0	0	447	51	0	53	47	0	446	55	4	64	26	6	446
C. less than 20 minutes	18	0	0	5	63	3	38	0	0	444	16	0	50	50	0	441	14	2	53	33	12	443
D. I rarely read at home.	9	0	0	2	50	2	50	0	0	442	8	0	33	67	0	441	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	26	0	0	5	45	6	55	0	0	443	26	0	33	67	0	443	23	3	50	34	13	442
B. six to ten pages	24	0	0	7	70	3	30	0	0	446	29	0	70	30	0	446	25	3	60	29	8	444
C. eleven or more pages	50	2	10	13	62	6	29	0	0	449	44	7	53	40	0	447	52	5	64	24	6	446
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	436	100	0	0	100	0	436						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Bucksport School Department
School: Miles Lane School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	8	12	5	9	1294	9
	2006-2007	2	3	2	3	1054	8
	2007-2008	4	9	2	5	1321	9
	Cum. Total*	14	7	9	6	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	34	49	29	54	7000	50
	2006-2007	24	33	21	35	7394	53
	2007-2008	23	50	18	47	7079	51
	Cum. Total*	81	43	68	45	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	18	26	14	26	3784	27
	2006-2007	24	33	21	35	3729	27
	2007-2008	14	30	14	37	3955	28
	Cum. Total*	56	30	49	32	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	9	13	6	11	1894	14
	2006-2007	23	32	16	27	1735	12
	2007-2008	5	11	4	11	1642	12
	Cum. Total*	37	20	26	17	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.8	65.3	9.5	63.3	9.5	63.3
Cluster 2: Shape and Size	14	29	8.8	62.9	8.4	60.0	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.6	72.0	3.5	70.0	3.4	68.0
Cluster 4: Patterns	14	29	9.7	69.3	9.5	67.9	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Bucksport School Department
 School: Miles Lane School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	4	9	23	50	14	30	5	11	446	38	5	47	37	11	444	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	1										1						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	45	4	9	23	51	14	31	4	9	446	37	5	49	38	8	444	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	2	29	3	43	2	29	437	6	0	17	50	33	434	2372	3	31	36	30	436
No	39	4	10	21	54	11	28	3	8	447	32	6	53	34	6	446	11625	11	54	27	8	447
Current LEP																						
Yes	0										0						381	4	33	28	35	435
No	46	4	9	23	50	14	30	5	11	446	38	5	47	37	11	444	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	15	0	0	4	27	9	60	2	13	439	15	0	27	60	13	439	5472	5	41	35	19	440
No	31	4	13	19	61	5	16	3	10	449	23	9	61	22	9	447	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	46	4	9	23	50	14	30	5	11	446	38	5	47	37	11	444	13992	9	51	28	12	445
Gender																						
Female	23	3	13	13	57	5	22	2	9	449	18	11	56	28	6	448	6933	9	50	29	12	445
Male	23	1	4	10	43	9	39	3	13	442	20	0	40	45	15	440	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	15	1	7	5	33	6	40	3	20	441	12	0	33	50	17	439	1890	2	34	41	23	438
No	31	3	10	18	58	8	26	2	6	448	26	8	54	31	8	446	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	46	4	9	23	50	14	30	5	11	446	38	5	47	37	11	444	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Bucksport School Department
 School: Miles Lane School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	6	34	33	27	438
B. less than one hour	67	3	10	14	47	9	30	4	13	446	68	4	48	36	12	444	74	10	52	28	10	446
C. one to two hours	27	1	8	9	75	1	8	1	8	447	24	11	67	11	11	445	18	10	52	28	10	446
D. more than two hours	7	0	0	0	0	3	100	0	0	437	8	0	0	100	0	437	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	36	3	19	9	56	3	19	1	6	451	32	17	50	25	8	448	38	13	56	23	8	448
B. They match some of what I have learned.	36	1	6	8	50	6	38	1	6	445	41	0	53	40	7	444	48	8	52	29	10	445
C. They match just a little of what I have learned.	18	0	0	4	50	2	25	2	25	440	16	0	50	33	17	441	10	4	35	39	22	439
D. There is no match.	9	0	0	1	25	2	50	1	25	440	11	0	25	50	25	440	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	31	3	21	9	64	2	14	0	0	454	30	18	64	18	0	454	35	16	55	20	8	449
B. good	51	1	4	12	52	7	30	3	13	443	51	0	47	37	16	439	48	7	52	31	11	445
C. fair	16	0	0	2	29	4	57	1	14	441	16	0	33	67	0	444	14	3	41	38	18	440
D. poor	2	0	0	0	0	0	0	1	100	428	3	0	0	0	100	428	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	1	14	3	43	2	29	1	14	444	14	0	40	40	20	437	15	4	38	33	25	439
B. about the same as my regular schoolwork	64	2	7	14	48	10	34	3	10	445	68	4	44	40	12	442	64	10	54	28	9	446
C. easier than my regular schoolwork	20	1	11	6	67	1	11	1	11	451	19	14	71	14	0	455	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	22	0	0	3	30	5	50	2	20	438	22	0	25	63	13	439	23	8	47	29	16	443
B. two or three days a week	33	0	0	9	60	4	27	2	13	442	35	0	54	31	15	441	36	11	54	27	9	447
C. two or three times each month	31	4	29	8	57	1	7	1	7	455	27	20	60	10	10	452	25	10	53	27	10	446
D. never or almost never	13	0	0	3	50	3	50	0	0	445	16	0	50	50	0	445	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						5	3	30	33	33	436
B. two or three days a week	20	0	0	3	33	4	44	2	22	439	22	0	25	50	25	437	19	8	50	30	12	445
C. two or three times each month	51	4	17	14	61	3	13	2	9	450	46	12	65	18	6	448	38	11	55	26	8	447
D. never or almost never	29	0	0	6	46	6	46	1	8	443	32	0	42	50	8	443	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	20	0	0	2	22	4	44	3	33	437	24	0	22	44	33	437	8	3	33	38	25	438
B. 30–45 minutes	22	0	0	5	50	4	40	1	10	441	24	0	44	44	11	440	27	6	48	33	13	443
C. 45–60 minutes	24	1	9	6	55	3	27	1	9	445	22	13	50	38	0	446	38	11	54	26	9	447
D. more than 60 minutes	33	3	20	10	67	2	13	0	0	455	30	9	73	18	0	452	26	13	55	23	9	448
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	440	100	0	0	100	0	440						
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Bucksport School Department
School: Miles Lane School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	4	6	2	4	751	5
	2006-2007	1	1	1	2	963	7
	2007-2008	4	9	2	5	882	6
	Cum. Total*	9	5	5	3	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	42	61	35	65	7251	52
	2006-2007	25	34	22	37	6824	49
	2007-2008	25	54	20	53	7130	51
	Cum. Total*	92	49	77	51	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	18	26	15	28	4514	32
	2006-2007	33	45	27	45	4382	32
	2007-2008	14	30	13	34	4433	32
	Cum. Total*	65	35	55	36	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	5	7	2	4	1458	10
	2006-2007	14	19	10	17	1735	12
	2007-2008	3	7	3	8	1546	11
	Cum. Total*	22	12	15	10	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.6	71.7	8.3	69.2	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.1	59.2	6.8	56.7	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.4	61.7	7.2	60.0	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.3	69.2	8.1	67.5	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Bucksport School Department
 School: Miles Lane School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	46	4	9	25	54	14	30	3	7	446	38	5	53	34	8	444	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	1										1						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	45	4	9	25	56	13	29	3	7	446	37	5	54	32	8	444	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	7	1	14	1	14	3	43	2	29	440	6	0	17	50	33	436	2370	2	32	41	25	437
No	39	3	8	24	62	11	28	1	3	447	32	6	59	31	3	445	11621	7	55	30	8	445
Current LEP																						
Yes	0										0						379	1	25	35	39	433
No	46	4	9	25	54	14	30	3	7	446	38	5	53	34	8	444	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	15	0	0	8	53	6	40	1	7	443	15	0	53	40	7	443	5470	3	41	39	18	440
No	31	4	13	17	55	8	26	2	6	447	23	9	52	30	9	445	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	46	4	9	25	54	14	30	3	7	446	38	5	53	34	8	444	13986	6	51	32	11	444
Gender																						
Female	23	2	9	15	65	5	22	1	4	447	18	11	61	22	6	446	6929	6	49	33	12	443
Male	23	2	9	10	43	9	39	2	9	444	20	0	45	45	10	442	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	15	1	7	7	47	7	47	0	0	445	12	0	50	50	0	443	1888	1	32	44	23	437
No	31	3	10	18	58	7	23	3	10	446	26	8	54	27	12	444	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	46	4	9	25	54	14	30	3	7	446	38	5	53	34	8	444	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Bucksport School Department
School: Miles Lane School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						5	4	37	36	22	439
B. less than one hour	67	2	7	18	60	10	33	0	0	448	68	0	64	36	0	446	74	6	53	31	10	444
C. one to two hours	27	2	17	7	58	3	25	0	0	448	24	22	44	33	0	448	18	7	52	32	8	445
D. more than two hours	7	0	0	0	0	1	33	2	67	429	8	0	0	33	67	429	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	22	2	20	5	50	3	30	0	0	449	22	13	50	38	0	448	24	9	53	28	10	446
B. They match some of what I have learned.	51	2	9	13	57	8	35	0	0	448	51	5	53	42	0	446	49	6	54	31	9	445
C. They match just a little of what I have learned.	13	0	0	4	67	2	33	0	0	445	11	0	75	25	0	445	21	4	47	36	13	442
D. There is no match.	13	0	0	3	50	1	17	2	33	440	16	0	50	17	33	440	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	38	2	12	10	59	5	29	0	0	448	41	7	60	33	0	447	25	9	53	27	10	446
B. good	51	2	9	11	48	9	39	1	4	445	46	6	41	47	6	443	54	6	55	30	9	445
C. fair	9	0	0	4	100	0	0	0	0	452	11	0	100	0	0	452	19	3	43	40	15	441
D. poor	2	0	0	0	0	0	0	1	100	428	3	0	0	0	100	428	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	18	2	25	5	63	1	13	0	0	453	14	20	60	20	0	450	22	5	45	35	15	442
B. about the same as my regular schoolwork	61	1	4	14	52	11	41	1	4	445	67	4	46	46	4	444	62	7	53	31	9	445
C. easier than my regular schoolwork	20	1	11	6	67	2	22	0	0	449	19	0	86	14	0	448	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	80	4	11	21	58	10	28	1	3	448	76	7	57	32	4	446	24	7	48	33	12	444
B. a few times a week	13	0	0	3	50	3	50	0	0	442	16	0	50	50	0	442	53	7	54	31	9	445
C. once a week	2	0	0	0	0	1	100	0	0	438	3	0	0	100	0	438	9	6	46	33	15	442
D. a few times a month	4	0	0	1	50	0	0	1	50	439	5	0	50	0	50	439	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	7	0	0	1	33	1	33	1	33	441	8	0	33	33	33	441	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	51	0	0	13	57	9	39	1	4	443	54	0	50	45	5	442	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	16	1	14	3	43	3	43	0	0	446	16	17	50	33	0	447	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	27	3	25	8	67	1	8	0	0	456	22	13	75	13	0	453	22	9	55	26	9	446
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	1	100	426	100	0	0	0	100	426						
B.	0										0											
C.	0										0											
D.	0										0											